Mani Hews

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G. B. ROBERTSON, Ed. and Prop. MRS. G. B. ROBERTSON, Bus. Mgr.

Saturday, December : : 12

MAUI BLUE BOOK

Ion. J. W. Kalua, Circuit Judge,
It. Creek, Clerk Circuit Court,
edge W. A. McKay Dist Magistrate
Chas. Core,
Katesulolio
Kaleikau,
J. R. Hanuna,
Frimant, J. R. Hanuna, Plimanu, Manoe Kahoohalanala, L. M. Baldwin, Sheriff, wailuku

W. T. Robinson, Tox Assessor, J. N. K. Keola, Deputy Assessor W. O. Aiken, G. Dunn, M. H. Reuter,

The people of the Territory, with reference to the county bill. are like the man who had the bear by the tail, afraid to let go and afraid to hold on. But the whole thing in a nutshell is just this. If the county bill as a whole is invalid, by reason of not having by the enterprise, the patriotism and been passed properly, it would be a shame to attempt county government and then have the whole thing knocked out, as it assuredly munities. will and should be, if invalid. But on the other hand, if the bill runs the gauntlet of the Supreme Court the people are to be congratulated. The bill will necessarily prove lame and inefficient in many respects at first, and will require years of tinkering and testing before it becomes a satisfactory law because it was beyond efficient schools exist, there the cithuman power to have drafted a perfect bill, under the conditions izens will be found intelligent, prowhich exist bere. Simply test the bill before the Supreme Court and if it stands, even in a mutilated form, we can right it in the conversely, in a poor, decaying and future. But as for asking congress to ratify our bill, that is as wrong in principle as it will prove disastrous in results.

It has become quite evident that money for the appropriations made by the legislature will not be forthcoming, and many needed works will be delayed. Money was appropriated for a road up Iao valley, a trail to Haleakala, street improvements, a courthouse and a school house in Wailuku. Aithough there will be a shortage obscure and unworthy, just in that of money, still some of these improvements should be provided degree are their schools inefficient. for, notably the schoolhouse in Waituku. The territory, under the The American school in not only for and, to a considerable extent, the county act, assumes the care of the schools, so that the gag of a county charge cannot be sprung upon us so far as our schoolhouse is concerned. The department of public instructions has secured a charming lot in Wailuku which at present is serving as a calf pasture, while our school children are housed in a building which would make a disreputable cow barn. No further time should be Most of them know little of our landelayed in the construction of a suitable school building on the new

The initial step was taken at the Wailuku courthouse last Saturday night to organize a fire company in Wailuku and the management of the affair has been placed in the hands of those who are willing and competent to push it to a successful finish. What we need first of all is a number of hydrants attached to our water mains at every desirable point. Next we need one, or better, two hose-carts and a sufficient supply of hose properly nozzled. As for the chemical engine, that will prove an expensive and often useless toy. Give us hydrants, hose-carts and hose in plenty, and we directed from above, to raise the through his eyes. When we can see can do the rest.

The Advertiser interestingly recites the petty pilfering by members of the recent legistature of fountain pens and expensive pen knives. The NEWS would join in the condemnation of such practices but for the fact that the ink with which this editorial is being not mean that large salaries are teacher who teaches reading, arith-Written is dipped from an inkstand which the writer stole from within our reach, although we are metic and geography merely as such ples of morality-truth, justice, kind-ful things of the world; power to have his desk in the California legislature at the end of the session of better paid, perhaps, than teachers may possibly be earning his salary, liness, duty, honesty, etc, -as applied to noble and useful lives. 1889-90. However all are not like guilty, and the NEWS urges in corresponding positions in the but he is not doing his chief duty to our actions will readily be admitted. those who have uncorrupted ink and guiltless pencils to properly states. Nor do I refer to a prospect the children under his care. Such The necessity of obeying the dictates denounce the petty larceny of Territorial property.

Some of the officers-elect of Maui are having a hard time in securing bonds, and it is stated that some of them will fail to secure them. Others are resorting to amusing methods, notably one of supervisors, who has secured two Chinamen as bondsmen. Had responsible men been elected, no trouble would have been met in securing bonds, as the cases of Supervisor T. B. Lyons and Treasurer Pia Cockett have demonstrated. The people should insist that no reduction of the amount of the bonds be made by any future legislature.

Stripped of diplomatic verbiage and trappings, the United States really acquired the Panama canal by force and arms, and did jolly well right to do so. But how about the Monroe Doctrine? Suppose the Brazilian Germans rebel and set up an independent government, and then ask to be "annexed" to Germany, what should we do? The only thing would be to announce to the powers that we propose to run things political on Western soil,-and then do it. That is the right kind of Monroe doctrine. .

Dowie, our Elijah the Second, has more than emulated his prototype in the matter of hiding in his cave at Zion City and allowing the birds of the air to bring him food. Our Elijah has been receiving his food in checks of large denomination but an unregenerate race seems now to be inclined to let him fall back on the widow's cruise of oil and measure of flour.

Our present system of voting is too cumbersome and uncertain in its results, and the NEWS advocates a voting machine. like those exhibited on the coast, where the voter simply presses a button, and the machine does the rest up to the point of going on the bonds of the successful candidates.

As Commissioner of Public Lands, Mr Prett has a golden opportunity to aid in the matter of giving an impetus to small farming on the Islands. Proper and intelligent efforts in this direction with prove one of our most valuable essets in the future.

OUR PROFESSIONAL OPPORTUNITIES

(By Mr. C. E. Copeland.)

In calling the meeting to order this morning I desire to thank the Maui Teachers' Association for its coursey in choosing me presiding officer for this session. I also desire to mention briefly some opportunities which we, teachers in Hawaii, enjoy.

The conditions under which we work in Hawaii differ much from those of our professional brethren in the United States. The educational problems set before us are vastly more difficult of solution. The material upon which we work is more mixed and more refractory, from an These, I say, are our opportunities. educational point of view than that in the home land. Moreover, we are mostly without these nids to educational progress which are furnished the culture of most American com-

The schools of Hawaii differ in an important particular from American schools. On the mainland the school very closely represents the average intelligence of the community. Where gressive and public spirited. And, ignorant community the schools are weak and inefficient. The American school represents the aspirations of the people. Just in proportion as those proportions are clear and lofty just in proportion as the people's ideals of private and civic life are low, the people, but, through local control, it is also of the people and by the people.

In Hawaii it is otherw'se. Large numbers of our people are either indifferent to education or hostile to it. guage, less of our literature, and nothing whatever of our traditions. The great majority neither know nor care anything about American laws, represent, not any desires or inclinations of the people, but an effort,

from the system under which the point, and not otherwise. schools are administered, result the opportunities that we enjoy. By "professional opportunities," I do

him either popularity or influence in his community.

What then are our opportunities? pupils to form definite aims in life; to point the way to useful living; to dig nify labor; to incite to bonorable careers; to instill into them a knowledge of our country and a love of it; and to hold before our youth such ideals of life and character as may tend to of loyal and patriotic Americans. But they are more than opportunities, they are obligations. The people of Hawaii cannot and ought not always to be kept in tutelage. They have demanded, and have obtained a large measure of scif-government. The measure of local control now embodied in the county bill will and before the people will take the schools into their own hands. Upon us, to the extent of our ability, lies the trust- a trust they are at present

wholly unprepared to exercise. I have said that our school system provides for us opportunities greater by far than those of most mainland teachers. In the exercise of our and persistent, so are the schoos duties we are entirely unhampered strong and effective for good. And, by lecal, race or religious prejudice. So far as the work of the school is concerned, the faithful, intelligent and conscientious teacher is independent. The manner, the methods, subjects of instruction are left to him. If only he rule wisely and kindly he may be autocrat of his little domain. There is nothing to hinder him from making the most of his opportunities.

How shall we improve these opportunities? First, by realizing in ourselves as far as possible our ideals out example does not impress the young. Their eyes, sharp to detect customs or standards of life and sham and hyprocrisy, are not to be thought. They cling persistently to deceived by any feigned professions pupil, acquinting ourselves with his environment, and looking at life people towards American standards. | things from the pupil's point of view, From this compulsory relation of then we may reasonably hope to the schools to our population, and make him see things from our stand-

Every lesson of whatever kind on the pupil's life and livelihood. The

Hawaii must expect to teach in small education seems to have little conschools, at a modest salary, and under nection with their lives, except perdiscouraging circumstances. It will haps as an aid to money making. It profitably exercise their moral fodgthat education is or ought to be anypart of the mental life, may sometimes be better than none, but it cer tainly is not the kind we have oppor-

tunities of giving. Second: Our teaching especially in the upper grades should follow as closely as possible the lines of history, moid them into the likeness, not only biography, ethics, civies and current civies I would recommend the use of of good and useful citizens, but also events. Make it clear that reading, Dole's Young Citizen as a reading writing, arithmetic, geography, muplay intelligently and worthly our part in it. Readings in history may take the place of the myths and fairy ought to increase rather than to di- lives and achievements of our nationminish. Not many years can clapse al heroes. Tell stories of their boyhood and impress upon the papils duty of preparing them for the prop- careers like theirs may be emulated er administration of this important by all of us. The lives of Frankiin, found the results of such teaching trust- a trust they are at present Washington, Fuiton, Morse, Webster, most gratifying. In matters of con-Washington, Fuiton, Morse, Webster, Lincoln, Edison, Garfield, Rockefeller, McKinley and Roosevelt are full of inspirations and encouragement. Tell the boys and girls what rewards the world offers for useful work. Tell them about West Point and Annapolis; about the Civil Service and the Rhodes scholarships; about the work of Florence Nightingale and Clara Barton. Show them that the prizes of American citizenship are not reserved for the rich, but may be won by any who have the necessary energy, ability and perseverance. In America more than in any other most parts of the United States, the door of opportunity stands ever open to our boys and girls.

In connection with the readings in of life and character. Precept with. history we should familiarize our pupils with that corner stone of Americanism, the affirmation of the "All men are created free and equal." the speech, the habits and the morals of zeal and interest. We have no fitheir ancestors. Upon such a population, united in nothing except the desire for pain, the schools have been desire for pain, the schools have been pupils. We should put ourselves as citizenship. Equal, not in strength, superimposed by authority. They far as possible into the place of each ability or wealth, but equal in opportunity. Our public schools exist, not only because education is a good thing, but that every child may have and value of knowledge. We must such a preparation for living that he show them how every new fact or may not lose his chances of success.

In ethics the teaching should be concrete. While right or wrong, as abstractions, are often puzzling, yet dught to be taught in its bearing up- the right or wrong of a specific action will generally be recognized. The authority of the fundamental princiof obtaining large and important teaching is responsible for the opin- of conscience ought to be emphasizschools, for such are few in Hawaii. ions, far too prevalent nowadays, ed. The beauty and value of altruism Neither can the teacher expect to that the schools educate away from as opposed to egoism should be shown. reach such a position in his commun- honest labor toward idleness and ras- The relations of parent and child, of ity as is accorded to the schoolmaster cality. I have noticed in the case of teachers and pupils, of schoolmates in Germany and New England. On many young people in Hawaii, edu- to each other, the necessities of disthe contrary, the average teacher in cated in the public schools, that their cipline and deportment in school-

these and kindred topics will furnish questions on which the pupils may be long before his office will procure seems never to have occurred to them ment. A poet, whose words I am unable to quote exactly says in effect thing else than a tool, to be used or that more faults come from lack of thrown aside as occasion may demand thought than want of heart. It is Some of them are these:-- To help our Such education, detached, forming no our privilege to help our pupils form definite ideas regarding right and wrong; to help them organize their thought upon a rational and intelligent basis, and so to strengthen the conscience that it may be an efficient

> factor in the formation of character. Preparatory to the teaching of book for the more advanced classes. sic and drawing are of little worth The chapters on Property, Patriots, except as they conduce to a knowl- Police, Courts, Public Money and edge of the world, and enable us to Voting are very suggestive and may be made extremely interesting and profitable. Following naturally after this comes instruction in county, state or territorial and United States govtales which now form so large a eroment, comparing the American part of our school reading. Especial with other systems. Federal, state, emphasis should be laid upon the share of attention. Especial care should be taken that the part each citizen plays in making the laws should be made plain. Most importthat these great men were once ant, however, is our own duty and boys like our schoolooys, and that deportment as citizens, taught with present, personal and definite reference. In my own experience I have duct and deportment my own room is practically self-governing. In case any action is called in question I do not enquire whether any rules have been broken. The school is asked to decide whether or not the action is that of a gentleman and a good citizeu I cannot help thinking that pu-pils who are orderly and well-behaved, not because they fear the rod, but because they acknowledge right to be obligatory, will become honorable and useful citizens of the Great Repub-

> Not the least of our opportunities is that of helping our pupils form definite ideas of how best to earn their living. We cannot, of course, choose country, and in Hawaii more than in can encourage them in habits of neatness, order, industry and courtesy which will be useful to them in any occupation. The different branches of manual instruction now so popular ought to prove useful. For several years I have had small classes in commercial arithmetic, economics and bookkeeping, which, I think, have proven useful. I have also given short Declaration of Independence that courses in the principles of agriculture, including the elements of bot-

> > Not only must we impart to our pupils some proper education, in a proper and profitable way, but we must make them realize the import principal or ability acquired opens a window of the soul, through which the mind, sitting in its otherwise dark prison-house may look out upon and comprehend the world and its work, We must show them that knowledge is power - power to earn money; power to think and act intelligently; power to enjoy the good and beauti-

Jime Jable -- Kahului Railroad Company

STATIONS		A. M.				Р. М.			STATIONS	A. M.	P. M.
WAILUKU-	-PAIA	Pas	Pas.	FREIGHT	FREIGHT	FREIGHT	Pas.	PAS.	KAHULUIPUUNENE	F& P	F&F
Kahulur	Leave	A. M. 7.00	A. M. 8.42	A. M.	A. M. Î1.45	Р. М.	P. M. 2.00	,P. M. 3,45	Kahului Leave	A. M. 6.20	P. M.
	Arrive Leave	7.12	8.54 9.05		12.00	12.25 -	2.12	3.57	Puunene Arrive	6.35	1.20
Kahului A	Arrive	7.32	9.17	11.11	UT T	12.40	2.32	4.15	Puonene Leave Kahului Arrive	6.55	1.40
Sp'ville	Leave Arrive	7.35		9.40 9.55			2.35		Kahalui Leave Puunene Arrive	8.00	3.05
The second second	Leave Arrive	7.50 8.02	790	10.10	+1- x2		2:50		Puttene Leave Kabului Arrive	8.26	3:25
	Leave	8.12		10.55			3.12	10	Author Hills	G.au	3.40
Sp'ville	Arrive Leave	8.24	Salah	11.10			3.24			a vi	
Kahului	Arrive	8.37	1	11.35			3.38				i Ta

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